



## Brushy Creek Elementary

1344 Brushy Creek Rd.  
Taylors, SC 29687

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	779 Students	
<b>Principal</b>	DeeDee Washington	864-355-5400
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Average</b>
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	Below Average
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

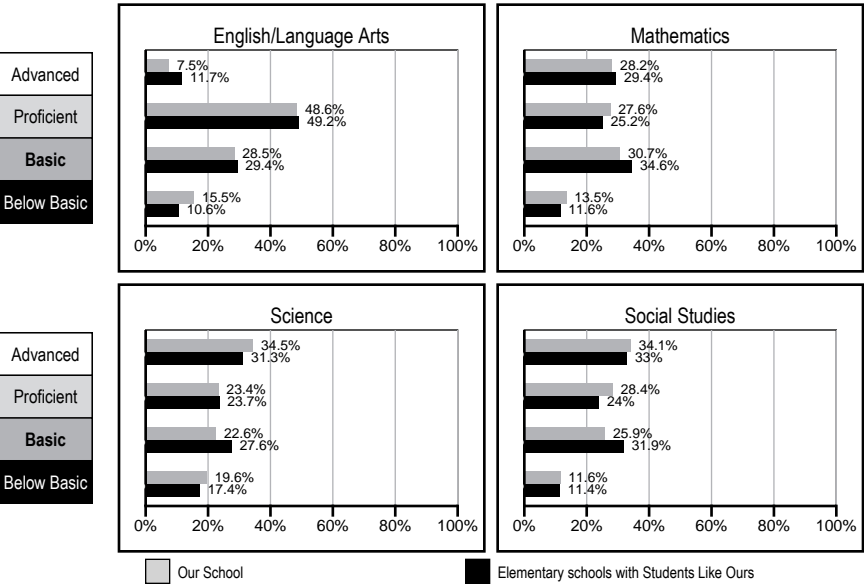
95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	22	5	1	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=779)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 1.3%	1.6%	2.3%
Attendance rate	96.9%	Up from 96.7%	96.7%	96.3%
Eligible for gifted and talented	25.6%	Up from 22.8%	20.6%	10.4%
With disabilities other than speech	12.0%	Up from 11.2%	6.9%	7.5%
Older than usual for grade	0.0%	Down from 0.5%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	50.0%	Down from 51.1%	60.9%	56.7%
Continuing contract teachers	79.2%	Up from 68.1%	82.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 84.4%	88.2%	86.4%
Teacher attendance rate	95.6%	Down from 95.7%	95.3%	94.9%
Average teacher salary	\$42,848	Up 5.1%	\$47,434	\$45,345
Professional development days/teacher	8.1 days	Up from 7.7 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 11.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 21.2 to 1	20.5 to 1	18.5 to 1
Prime instructional time	91.3%	Up from 91.1%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.9%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,295	Up 3.3%	\$6,507	\$7,052
Percent of expenditures for instruction*	70.4%	Down from 70.6%	70.4%	69.1%
Percent of expenditures for teacher salaries*	66.9%	Down from 70.6%	65.6%	64.2%

\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

We are very proud of the success we have experienced during the 2007-2008 school year. In a collaborative effort, all Brushy Creek stakeholders agreed on a shared vision and goals to guide our work during this school year. Our goals were based on the most recent PACT and MAP data, as well as the Education Plan for the School District of Greenville County. Priority goals for student achievement included the improvement of student performance in English/Language Arts, Math, Science, and Social Studies, as measured by PACT. Several specific strategies were implemented to achieve these goals. Teachers participated in ongoing professional development, including a book study on improving reading comprehension instruction. They also worked to increase the rigor of the instructional program, as articulated in individual classrooms. Technology integration was another focus, which included the installation of a Promethean ActivBoard in every classroom this year. Our science specialist held our school's first ever science fair, which yielded several projects that took honors on the district level. Finally, our teachers used MAP data to target individual strengths and weaknesses. This data was also used to develop flexible groups for Math instruction school-wide.

While we are focused on student performance, we believe that students are entitled to a climate conducive to maximize their achievement. Therefore, we decided to focus on this area as well. As a result of our efforts, we were awarded the highly coveted Red Carpet Schools Award this year. Our entire school community is honored with this achievement.

At Brushy Creek, we continue to remain committed to raising the academic challenge and maximizing the performance of each student. We look forward to continuing the journey next year.

DeeDee Washington, Principal  
Susan Scarborough Smith, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	149	104
Percent satisfied with learning environment	100.0%	89.9%	92.2%
Percent satisfied with social and physical environment	100.0%	88.5%	93.2%
Percent satisfied with school-home relations	100.0%	96.0%	87.4%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	395	100	15	27.6	47.5	9.9	67.6	52.4	48.2	Yes	Yes
Gender											
Male	220	100	18	31.1	43.2	7.8	61.2	46.1	41.7	N/A	N/A
Female	175	100	11.4	23.4	52.7	12.6	75.4	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	291	100	9.9	26.4	52	11.7	73.6	62.3	60	Yes	Yes
African American	51	100	29.2	37.5	29.2	4.2	41.7	31.7	31.7	No	Yes
Asian/Pacific Islander	18	100	33.3	22.2	44.4	0	61.1	74.9	70.4	I/S	I/S
Hispanic	27	100	26.9	30.8	34.6	7.7	53.8	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	84	100	43	27.8	16.5	12.7	36.7	20.3	16	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	39	100	43.6	28.2	23.1	5.1	38.5	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	108	100	20	40	34	6	52	34.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	395	100	13.1	30	27.6	29.2	67.3	49.5	45.8	Yes	Yes
Gender											
Male	220	100	13.1	30.6	24.8	31.6	66.5	49.9	45.6	N/A	N/A
Female	175	100	13.2	29.3	31.1	26.3	68.3	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	291	100	11	26.7	29.3	33	73.6	59.4	59	Yes	Yes
African American	51	100	25	41.7	20.8	12.5	45.8	27.2	26.9	Yes	Yes
Asian/Pacific Islander	18	100	5.6	38.9	27.8	27.8	55.6	75.3	71.3	I/S	I/S
Hispanic	27	100	15.4	38.5	26.9	19.2	53.8	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	84	100	38	27.8	17.7	16.5	38	20.1	17.1	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	39	100	20.5	43.6	12.8	23.1	48.7	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	108	100	19	36	28	17	53	32.2	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	259	100	19	21.9	22.7	36.4	59.1	39.3	35.7	96.9	96.5
Gender											
Male	150	100	22.6	14.6	24.8	38	62.8	41.6	37.4	96.9	96.4
Female	109	100	14.3	31.4	20	34.3	54.3	36.9	33.8	96.9	96.6
Racial/Ethnic Group											
White	192	100	11.8	21.9	20.2	46.1	66.3	49.7	49.2	97	96.4
African American	38	100	34.3	28.6	28.6	8.6	37.1	18.2	17	96.1	96.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.8	97.7
Hispanic	14	100	35.7	28.6	35.7	0	35.7	23.7	24.9	96.4	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	98.9	95.3
Disability Status											
Disabled	60	100	40	23.6	18.2	18.2	36.4	16.3	14	96.1	95.5
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	96.4	96.4
English Proficiency											
Limited English Proficient	20	100	50	30	20	0	20	22.6	24.4	97.2	97.2
Socio-Economic Status											
Subsidized meals	71	100	31.8	28.8	24.2	15.2	39.4	21.3	21.1	95.8	95.8

Social Studies											
All Students	253	100	11.3	25.2	28.2	35.3	63.4	38.1	34	96.9	96.5
Gender											
Male	133	100	12	24.8	25.6	37.6	63.2	41	36.6	96.9	96.4
Female	120	100	10.6	25.7	31	32.7	63.7	35	31.3	96.9	96.6
Racial/Ethnic Group											
White	185	100	8.6	23	30.5	37.9	68.4	46.1	44.5	97	96.4
African American	32	100	20.7	37.9	20.7	20.7	41.4	20.5	19.1	96.1	96.4
Asian/Pacific Islander	12	100	33.3	16.7	33.3	16.7	50	60.2	58.9	97.8	97.7
Hispanic	21	100	10	35	20	35	55	27.7	27.5	96.4	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	98.9	95.3
Disability Status											
Disabled	46	100	27.9	32.6	16.3	23.3	39.5	17.1	14.4	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	96.4	96.4
English Proficiency											
Limited English Proficient	31	100	29	25.8	25.8	19.4	45.2	27.6	27.3	97.2	97.2
Socio-Economic Status											
Subsidized meals	74	100	19.4	26.9	29.9	23.9	53.7	22.8	21	95.8	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	111	98.2	10.8	24.5	51	13.7	64.7
	4	168	99.4	14.7	34	47.4	3.8	51.3
	5	111	100	11	34.9	50.5	3.7	54.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	111	100	13	20.4	47.2	19.4	66.7
	4	118	100	18.7	29.9	46.7	4.7	51.4
	5	166	100	13.9	31	48.1	7	55.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	111	100	11.7	36.9	25.2	26.2	51.5
	4	168	99.4	16	33.3	22.4	28.2	50.6
	5	111	100	9.2	38.5	28.4	23.9	52.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	111	100	12	29.6	24.1	34.3	58.3
	4	118	100	12.1	29.9	28	29.9	57.9
	5	166	100	14.6	30.4	29.7	25.3	55.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	56	100	10	32	36	22	58
	4	168	99.4	23.7	28.3	27.6	20.4	48
	5	55	100	22.6	34	17	26.4	43.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	12.7	7.3	36.4	43.6	80
	4	117	100	20.8	29.2	23.6	26.4	50
	5	85	100	21	22.2	12.3	44.4	56.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	54	100	6	22	30	42	72
	4	168	99.4	19.1	38.2	25.7	17.1	42.8
	5	56	100	9.4	34	24.5	32.1	56.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	55	100	7.4	24.1	31.5	37	68.5
	4	117	100	14	29.9	26.2	29.9	56.1
	5	81	100	10.4	19.5	28.6	41.6	70.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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